Name _____ Date _____ Teacher _____

Grade 4 Module 4 End-of-Module Assessment Task Score Sheet

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, "Evidence of solid reasoning with a correct answer". These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

Score Key: A Progression of Learning			
Little or no evidence of reasoning with an incorrect answer. (1 Point)	Evidence of some reasoning with an incorrect answer. (2 Points)	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	Evidence of solid reasoning with a correct answer. (4 Points)

	Module 4: End-of-Module Assessment								
	Domain		**Standards**						
Question	Measurement and Data	Geometry	4.MD.5	4.MD.6	4.MD.7	4.G.1	4.G.2	4.G.3
1		1 2 3 4					X	X
2	1 2 3				X			
3	1 2 3 4		X	X	X			
4 a-d & h		1 2 3 4				X	X	X
4 e-g	1 2 3 4		X	X	X			

Domain Score	Measurement and Data		Geometry	
Total Points				
Level	4	11 points	4	7-8 points
	3	8-10 points	3	5-6 points
	2	5-7 points	2	3-4 points
	1	3-4 points	1	2 points

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

Grade 4 Module 4 End-of-Module Assessment Task Score Sheet (continued)

End-of-Module Assessment Task (Topics A–D) Clusters and Standards Addressed
Geometric measurements: understand concepts of angle and measure angles.
4.MD.5 Recognize angles as geometric shapes that are formed whenever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. b. An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.
4.MD.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
4.MD.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measure of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.
4.G.1 Draw points, lines, line segments, rays, angles (acute, right, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
4.G.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right angles as a category, and identify right triangles.
4.G.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.